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Social Elements, Institutions, Character, Progress. By CHARLES RICHMOND HENDERSON. New York: Charles Scribner's Sons. Pp. vi + 405.

THIS book is divided into several parts, each part being, in some sense, introductory to the next following part :

Part I, "Basis of Society in Nature."

Part II, "The Social Person."

Part III, "Social Institutions."

Part IV, "Social Psychology, Order, and Progress." An appendix gives directions for local studies, maps, and topics for discussion.

Those who had read carefully the works previously published by Dr. Henderson were prepared, when the present volume was announced, to expect a book of great interest and value. In this expectation they will not be disappointed, even though they should be constrained occasionally to place an interrogation point after some statement of the author, for the purpose of giving it further consideration. The work, as the writer says, has been prepared both for ordinary readers, many of whom care for little more than a surface knowledge of a subject, and also for students, including teachers, who are, as a rule, seeking to get at the real truth. The adoption of the book by the *Indiana Teachers' Reading Circle* indicates that it is intended to meet the wants of teachers of common schools, a class of persons who, more than any others, excepting possibly parents, have occasion to make use, in their daily labors, of practical facts such as are discussed in this treatise. The book will, consequently, be especially valued on account of its adaptation to educational purposes. The introduction states very clearly the field of study and the means of learning the facts to which attention is to be directed. The order and arrangement of the matter conform admirably to the principles of pedagogy and the general laws of teaching. Any intelligent instructor will be able to follow readily the steps and progress of the discussion. The purpose of this article is chiefly to notice the happy application of some of these principles.

It is agreed by all experienced students of pedagogy that the child, and indeed the more advanced learner, must begin, in the investigation of any complex subject, with the near-at-hand and with the concrete. If the world is to be studied, one should commence with his own home, his neighborhood, his immediate surroundings. If a principle is to be easily and thoroughly comprehended, it must be seen embodied in some institution or some mode of living. Dr. Henderson well says :

"All journeys and all voyages must start from home." "The right method is to proceed from the present to the past." Not only is the past to be learned by starting from the present, but the future must be predicted in the same way. "The order we know must have in itself the germs of the coming order, since life cannot arise out of nothing."

In treating of the physical basis of society, the author has avoided the error of making nature everything. The child becomes acquainted with humanity before he becomes acquainted with what we call nature. Nature has value and meaning only as it comes into contact with humanity. In the discussion of the social person, an important truth is well stated: "There is no social mental experience outside of individuals. There is no social brain or consciousness apart from the separate brains and inner lives of the millions of individuals who compose the race." The social institutions are presented in the natural order—the home, the family, and later the auxiliary institutions. The discussion of the social arts, both the useful and the fine, and the treatment of industrial organizations have especial practical value, not only for teachers, but for all workers in the social field.

The chapter on the tendency toward "Economic Betterment" gives a mass of most interesting matter, which appears to justify the position of Dr. Henderson, although he evidently anticipates a questioning of the correctness of his assumptions. It is true, or seems to be, that "The great majority of the population of civilized lands have made progress in the possession and enjoyment of the resources of the best existence." To teachers the discussions of topics relating to "Economic Betterment" are of the very highest value. The extent of meaning attached to the idea of "social movement" will naturally incite careful thinking. It is doubtless true, though not generally accepted, that "It is not increasing poverty and depressing pauperism and desperate misery which incite social unrest and discontent, so much as it is the taste of better means of living. The poor are not growing poorer, but richer," etc. To both the parent and the teacher the following conclusion in the chapter on social misery presents food for thought: "The most encouraging and necessary effort is that directed to the proper education of wayward youth. Prevention is the true policy of nations. . . . Education, mental, moral, and spiritual, is the chief means of restoring the wanderer, and it is the only way of turning childhood and youth from the downward path to ruin."

Space permits only a brief reference to the chapters on "The

School" and its social service, and on "Religion and the Church." They are both particularly valuable to teachers and managers of schools, as is also the discussion of the "Problems of Social Psychology," and the succeeding chapters. It is a matter of congratulation that a book of this kind has been written by a man who believes in the existence and importance of the spiritual element in human nature, and is not afraid to speak of the church and religion; and to say, after treating nature studies most generously, "But the environment in which the citizens are living is not merely the physical world about us. Physical science is not the only science which deals with reality. Unless we actually identify physiology and psychology, matter and mind, and beg the whole question of materialism, there is still nearer to us than nature a world of spirit, of thinking beings."

The teachers of Indiana are very fortunate in having this book upon their reading list. The suggestions, in the preface, to students as to the manner of using the work, and the directions, in the appendix, for local studies, are of great practical value. Readers cannot do better than to adopt and follow the order of "topics for papers and discussions" given for the successive chapters, making use of maps and charts of their own immediate neighborhood, prepared by themselves.

DANIEL PUTNAM.

STATE NORMAL SCHOOL,
Ypsilanti, Mich.

La guerre et ses prétendus bienfaits. Par J. Novicow. Paris: Armand Colin et C^{ie}, 1898. Pp. 198.

THIS work has a double claim to attention: in the first place, because the writer is already well known as the author of *La politique internationale*, *Les luttes entre les sociétés humaines*, and *Conscience et volonté sociales*; secondly, because the book covers, in brief compass, practically the entire field of discussion as to the causes and results of war. This will appear most clearly from an inspection of the table of contents, which is here transcribed:

- I. "La guerre considérée comme fin."
- II. "Le raisonnement unilatéral."
- III. "La guerre est une solution."
- IV. "Résultats physiologiques."
- V. "Résultats économiques."
- VI. "Résultats politiques."